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ABSTRACT

This pacing guide is a detailed outline that provides trainees with a building-block approach to the aquisition of teaching skills. In addition, it provides clarity to the roles and responsibilities of the intern, the cooperating teacher, and the supervisor, and coordinates the classroom experience for the third semester of a four-semester internship. The guide is arranged on a week-by-week basis, with the activities for each week structured into "A", "B", and "C" priority listings. The Teacher Corps generic competency framework--an outline which defines crucial skills and objectives for educational trainees and personnel--and a self-evaluation form are included. (Authors/LH)

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Internship:

A PACING GUIDE

for Student Teachers

U S DEPARTMENT OF HEALTH,
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This document was written and published as part of the demonstration and dissemination aspect of the University of Texas at Austin Eleventh Cycle Teacher Corps project. The project is a two year, multicultural program conducted jointly by the University of Texas at Austin and the Austin Independent School District, In addition to Teacher Corps' central goals of teacher preparation and service to teachers in the field, the project also attempts to involve community participation, to aid school district teachers in continuing education, and to facilitate change in the direction of competency-based teacher education in the university's teacher training program.

May 1978

The task of developing this pacing guide was undertaken in response to the needs expressed by teachers, interns, team leaders, and other educational personnel interested in finding better and specific alternatives for supervising extended student teaching internships in schools. This work is by no means complete. It is our hope that it will continue to undergo revisions to fit the needs of distinct settings and the styles of the users.

The strategies and procedures presented in this volume resulted from the collaborative effort of the Teacher Corps staff, teachers and interns of the University of Texas at Austin Austin Independent School District Eleventh Clycle Project. Elma Berrones, team leader, and Leo Coronado, clinical instructor, were largely responsible for coordinating and writing the initial draft. During the field-testing stages significant revisions and additions were made by Dr. Carole Urzúa, clinical professor, and Susanna Maxwell, project evaluator.

Acknowledgments are also made to Miguel de los Santos, principal of Allison Elementary, Bob Perez, clinical instructor, and teachers Karen Wetzel and Frankie Robinson for their support and assistance in this project.

Sarah Bird and Emma Harley were responsible for several publiction procedures including the initial draft typing, design and printing production.

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Introduction

Purpose of Guide

The Teacher Corps Pacing Guide for Interns is a detailed outline that provides trainees with a building-block approach to the acquisition of teaching skills. In addition, it provides clarity to the roles and responsibilities of the intern, cooperating teacher and supervisor, and coordinates the classroom experience for the third semester of a four-semester internship. The first semester of the internship is one of observation in which the intern is exposed to a variety of classroom settings, classroom environments, grade levels, teaching methods and teaching/management styles. During the second semester, the intern begins to put into practice that methodology which he/she has been exposed to through university coursework and a semester of observation and working mainly with small groups, tutoring and conducting micro-teaching sessions. By the fourth and final semester of the internship, it is expected that an intern will have developed sufficient skills to enable him/her to engage in a co-teaching (team-teaching) situation. (See Figure 1 for Summary of Intern Experiences).

Because of the multitude of experiences afforded the intern in a classroom, it is important that these cumulative experiences be sequenced in a progressive manner to benefit the interns' professional growth. With this in mind, each semester's experiences were partitioned into weekly segments. Each intern is expected to complete a certain group of activities. Weekly activities are not exclusively related to the instructional aspect of the teaching act, but relate also to non-instructional as well as instructional aspects of classroom teaching.

Generic Competencies

The behaviors specified in the guide grew from a larger model of school-based teacher education. Cooperation between the University of Texas at Austin and the local Teacher Corps project produced a program of teacher eduction based firmly on the conceptualization of the role of the teacher. In the spring of 1974 the Institute for Teacher Education at the University of Texas appointed a college-wide committee to conceptualize the teaching role and to derive the generic competencies essential to the teaching act. The committee identified the following categories under which major generic teaching competencies could be delineated:

1. Assessing and diagnosing
2. Planning activities
3. Conducting instruction
4. Management of the environment and resources
5. Evaluating instruction

MAY 1 1980

Summary of Internship Experiences

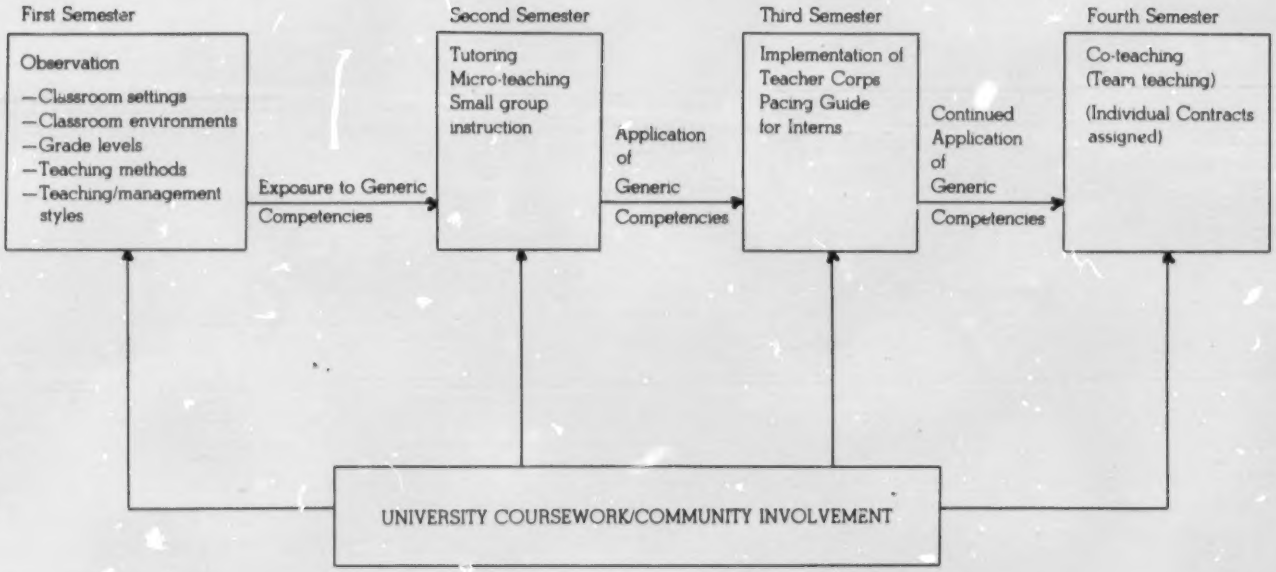


Figure 1

7

6. Evaluating self.
7. Working in school/community context
8. Working with auxilliary personnel (teacher aides, volunteer parents, special education).

Through several revisions by university professors, teachers, principals, other school personnel, and Cycle Eleven program Teacher Corps staff, a list of 45 competencies were drawn up which fit into the above generic competencies. These competencies, then, became the structure for the Pacing Guide.

Behaviors within Generic Competencies

As the Pacing Guide was visualized, each week, interns were to complete behaviors that gave them experience in all competency areas (with the exception of No. 8 above.)

Some areas would become frequent and routine; the following is a list of activities which were required every week:

1. Non-instructional duties: clerical duties (taking attendance etc.), planning for and scheduling next week's observation by the supervisor, meeting with the supervisor, and attending faculty meetings.
2. Planning with the cooperating teacher: planning sessions which are to contain evaluation and feedback to the intern, and planning for the following week, content of which changes from week to week.
3. School/community context: making two home visits.
4. Instructional activities: reading the children a story.
5. Management: maintaining and managing the physical environment, and handling non-instructional whole class activities.
6. Self-evaluation: collection of audio and video tapes done on an every-other-week basis.

Other behaviors in the competency areas were to be done less routinely.

Evaluation of Behaviors

The level of performance for each competency was to be determined in several ways. First of all, many of the behaviors were merely "checklist" items which did not require any evaluation; those items were grouped under "A" items in the Pacing Guide. The intern simply checked "yes" or "no" under the Column of *accomplished.* A second group of behaviors were those to be evaluated by the cooperating teacher; those items were grouped under "B" items. A final group of behaviors were those to be evaluated by the supervisor; they were grouped under "C" items. "B" and "C" behaviors were to be evaluated weekly according to rating indicators written for each competency. Thus, after observing a "B" or "C" item, the cooperating teacher or supervisor could use the rating indicators to give feedback to the intern concerning the level of performance. (The rating indicators were written by two teachers from the Cycle Eleven school and represent observable evaluative categories. They are found on page 46.)

In addition to the supervisory evaluations, interns were encouraged to evaluate themselves, either through a self-assessment instrument (page 60) or through interaction analysis instruments used with the audio and video tapes collected throughout the semester.

Field Testing of Guide

Before the semester began, the supervisor met with each team of intern/cooperating teacher to explain the rationale of the Pacing Guide and state any goals the pair might have for the semester. Each pair was told the Pacing Guide was being field tested, and feedback was needed and solicited. During the mid-semester and final evaluation conferences for the interns, information was sought concerning the use of the Pacing Guide. In addition, written evaluations were sought from both intern and teacher and included the following questions:

1. Have you found the Pacing Guide helpful to clarifying your role and responsibilities as intern or cooperating teacher?
2. Are the weekly activities proposed in the Pacing Guide an accurate reflection of the responsibilities required of a teacher?
3. Are the weekly activities proposed in the Pacing Guide realistically scheduled?

Comments were invited.

Results of the evaluations show interns were somewhat more aided in the clarification of their roles and responsibilities than the teachers, but both groups positively accepted the Pacing Guide. There was a spread among the interns as to the feasibility of accomplishing all the weekly activities listed, but teachers felt the activities to be helpful.

Assumptions in Administration of Guide

Several assumptions are implicit in the Pacing Guide. First of all, this guide is intended for interns or teachers-in-training who have had much previous classroom experience and who are familiar with classroom environments. Use of the Guide at the beginning of intern training or with trainees who are new to classrooms may be less effective. Second, it is assumed that throughout the semester, a cooperating teacher/intern team will meet regularly (perhaps weekly) to review the behaviors in each competency and check perceptions concerning the adequacy of performance of certain tasks. In addition, a supervisor should check with the intern regularly (every three weeks) to determine any problems the intern may be having with the tasks. During Field Testing it was determined that the Guide can be the basis for mid-semester and final evaluations, and is an objective baseline from which discussion can proceed. Third, it is assumed that there will be flexibility built into the actual administration of the Guide. For example, if trainees, in addition to doing field work are also doing university course work which preclude their remaining at school an entire day, they may never teach a certain subject, e.g. social studies. Since the intent is to "guide" not prescribe, another subject should be substituted for social studies during the week social studies is listed. Finally, the Pacing Guide is not intended to replace constant and

continuous observation of a trainee by both cooperating teacher and supervisor. Although small spaces are present in the Guide for cooperating teachers and supervisors to make comments, it is anticipated that conferences following observations will be held, and written feedback will be more detailed.

In summary, the Pacing Guide is intended to suggest an outline of activities to aid school personnel in making decisions concerning the training of interns. These decision makers need to be careful the Guide does not become an inflexible list of activities to "get through," the benefit to the trainee is in what is learned *through* the experience, not in simply having raced through activities for the sake of "checking them off." Regular meetings of cooperating teachers may be beneficial to constantly reiterate this assumption and to allow for the sharing experiences. As in all quality teacher training, superior cooperating teachers will make the difference in how the activities are viewed and in what the trainee will learn.

Semester Planning

If all activities listed in the Guide are accomplished, trainees will find their semester to be very intensive. Field testing showed that certain activities will accumulate if careful planning is not carried out; such activities as home visits and audio taping fall behind without constant planning. Since home visits are crucial for meeting objectives within the generic competency of "Working in school/community context," it is recommended that cooperating teachers be chosen who value the close communication between school and home. In addition, it is recommended cooperating teachers and interns meet before the semester begins to get an over-all view of suggested activities for the semester, so activities will not accumulate.

Figure Two is designed to help in that planning. Earlier in this introduction, it was stated that some activities are "checklist items" listed as "A" activities, e.g. taking attendance. These activities should be repeated daily or in some cases weekly (e.g. reading a story to children); it is expected that these activities will become somewhat automatic and habitual and therefore mention of them is stopped after the third week.

Other activities, however, are introduced in a certain week and may or may not be repeated or continued. Figure Two, therefore, lists each new activity in the week it is introduced in the Guide. For example, in the third week, in addition to "A" items, trainees will teach reading to one group and audio tape one lesson. Because both of these activities require special planning, the cooperating teacher and intern will want to take note of special needs during that week.

In week four, the intern will continue to teach the reading group, will evaluate the progress of the students in that group, and will, in addition, make a bulletin board of some cultural relevance and teach an activity related to that cultural emphasis.

When viewed in this over-all manner, it is clear that each week builds on the experiences of the previous week, adding new activities while continuing others. Knowing in advance that certain activities will be introduced should alert the cooperating teacher/intern team to the needs (time allowances, equipment, materials etc.) they will have and will give them time to make adjustments. For

Week	Planning	Conducting Instruction	Management of Physical Resources	Evaluation	Self-Evaluation	Non-Instructional
1						
2					Audio-Tape	
3		Teach 1 Reading Group	Make a Cultural Bulletin Board	Evaluate Progress in Reading		
4		Teach 1 Math Group/ Cultural Activity		Evaluate Progress in Reading & Math	Audio-Tape	
5					Audio-Tape	
6		Teach 1 Language Arts Group				Review Materials
7	Begin planning unit				Video-Tape	
8	Talk with supervisor	Teach 1 Handwriting Group			Audio-Tape	Become familiar with AV materials
9	Continue planning		Make a Fall Bulletin Board	Evaluate Progress in Reading, Math, L.A		4-way Conf.
10	Finish unit					Parent-Teacher Conf.
11	Plan organized activity	Teach Unit to Everyone			Audio-Tape	
12	Arrange field trip	Teach 1 Soc. St./Science				
13						
14						
15		FULL RESPONSIBILITY IN THE CLASSROOM			Video	
16					Tape	

Figure 2

example, since few activities are suggested for the first two weeks, the team may decide to do all of their home visits during those weeks. In addition, building activities gradually means taking the full responsibility for the class can be accomplished naturally, and will not be an enormous pressure.

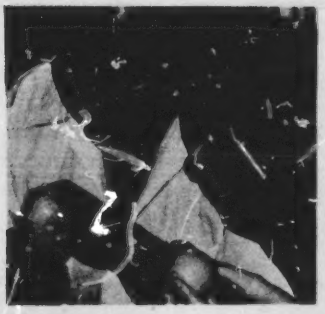
Individualization of Training

To list activities in a sequence is not to assume that all trainees can do the activities at the time prescribed, or that all trainees are alike. Supervisors and cooperating teachers should have regular conferences to decide if and when individual trainees should move on. While being field tested, for example, one intern continued using the Guide into the fourth semester, while another was virtually ready to take full responsibility for the class in the tenth week. Cooperating teachers and supervisors schould be constantly aware that simply having accomplished an activity does not mean the intern is "through." If, during an observation a trainee is evaluated on an activity, and feedback indicates a less than adequate accomplishment of the task, the activity should be repeated until there is satisfactory behavior. Since the Pacing Guide is cumulative, failing to accomplish one activity will mean the next step cannot be done well either. In addition, some trainees may need additional aids for certain tasks; a trainee having trouble planning may need to review material on writing objectives and choosing activities, talk further with school personnel, and practice writing lesson plans with the supervisor.

A Final Note

With the dynamic quality of human behavior and interaction, a Guide such as this must of necessity, be in a constant state of revision and change. The Teacher Corps staff welcome suggestions and experiences from using the Guide. Hopefully, with time, the Guide will have been shown to be a good beginning to structuring the training of teachers in the field.

Roles and Responsibilities



Responsibilities of the Intern

The central focus in an internship is the intern. If the internship is to be of value, it is essential that the intern be aware of certain responsibilities that will assure a successful experience. Because of the importance of the internship, the following responsibilities have been outlined for the intern.

The intern will:

1. Review and adhere to the stated objectives in the Pacing Guide on a weekly basis.
2. Make him/herself available for regular planning and feedback sessions with the cooperating teacher and supervisor.
3. Meet with the cooperating teacher and supervisors in a four-way conference concerning his/her progress and mid- and final-semester evaluation.
4. Attend faculty meetings, PTA functions and other school-related activities in order to become acquainted with the total school program.
5. Maintain ethical and professional relations with the school staff, parents and community.
6. Arrive at school at 7:45, check-in with the Team Leader and be prepared with the instructional materials and plans necessary for the day's activities.
7. Call the Team Leader by 7:30 A.M. and, if possible, the cooperating teacher, in the event of an absence due to illness or an emergency.
8. Attend all internship sessions, including seminars and team meetings.

Responsibilities of the Cooperating Teacher

A key figure in the interns' training is the cooperating teacher. Along with the clinical professor's and team leader's assistance, the cooperating teacher is the one person who, on a daily basis, facilitates and supervises the intern's classroom experiences that are necessary for the acquisition of teaching skills. In order to enhance the interns' training, the *Teacher Corps Pacing Guide for Interns* was designed to help, not only the intern, but also the cooperating teacher. It is crucial that the teacher (along with the supervisors) serve as partners and navigators during the third semester of the internship which will pave the way for the semester of co-teaching. With the teacher's task in mind, the following responsibilities are outlined and defined to help make the internship a success.

The cooperating teacher will:

1. *Accept the intern as a colleague*

   It is important that the cooperating teacher accept the intern as a professional colleague and that this attitude be conveyed to the students.

2. *Plan with the intern*

Planning between intern and teacher should take place at least once a week. However, in the initial weeks of the semester, planning on a daily or every other day basis is appropriate and sometimes necessary. This is especially important when decisions concerning grouping, scheduling, and management are being made. The involvement of auxillary personnel (aides, parent volunteers, etc.) is essential with such planning sessions to assure communication within the instructional team.

It is the intern's responsibility to plan the lessons that he/she is responsible for, but the teacher's guidance may be solicited by the intern.

The teacher and intern's weekly meeting should also include reviewing the week's activities of the Pacing Guide and making sure that the objectives have been completed.

3. *Observe the intern conducting instruction*

The Teacher should observe the intern at least once a week. The intern and teacher should schedule the time and discuss the lesson before the observation takes place. After the teacher observes, feedback must be provided to the intern.

4. *Provide feedback for the intern*

Feedback is necessary not only after formal observations but also throughout the course of the day. For example:

"All the children had a big smile on their faces when you were reading the story awhile ago."

"Angie stopped crying after you sat her on your lap and talked to her."

"Michael and Joe just told me how much fun they had playing the game with you."

The above examples of feedback are quick and on the spot in nature and serve as positive reinforcement for the intern. If a teacher cannot provide immediate feedback to the intern, regardless of whether it is positive or negative, the teacher should take a note of the occurrence and discuss it with the intern at a later time.

5. *Evaluate the Intern*

The teacher, along with the intern and supervisors, will meet in a four-way conference to evaluate the intern's progress at mid-semester and also at the end of the semester. It is advisable that the teacher keep an on-going record of the weekly formal observations for the purpose of intern evaluation.

6. *Acquaint the intern with instructional materials*

The intern's experience in the classroom may be enriched with the exposure of a variety of materials made available to him/her. It is for this reason that the cooperating teacher should help the intern familiarize him/herself with all materials, kits, guides and equipment and encourage their utilization.

7. *Make home visits with interns*

Responsibilities of the Supervisor

The supervisors' role in the internship is of major importance. It is the supervisor who sees to it that the appropriate experiences take place in order to insure growth in the interns' teaching skills. Working principally from the Teacher Corps generic competency framework as a basis for the promotion of teaching skills, the supervisor assures that the interns' knowledge competency gained from university coursework will be developed to performance competency in the classroom. It is also the responsibility of the supervisor to oversee the implementation of the Teacher Corps Pacing Guide for Interns. To assure that the interns undergo a successful internship the following responsibilities have been outlined for the supervisor:

The supervisor will:

1. Oversee the internship and the implementation of the Teacher Corps Pacing Guide for Interns.
2. Formally and informally observe the intern. The supervisor, along with the intern, will schedule observations and will be responsible for scheduled video taping sessions.
3. Provide feedback for the intern from formal and informal observations and will help with the post video and audio tape sessions.
4. Evaluate the intern at mid-semester and at the end of the semester in a three-way conference.
5. Meet with the cooperating teacher and intern in a three-way conference to evaluate the intern. The supervisor will also meet with the cooperating teacher and intern periodically to discuss concerns pertaining to the internship or Pacing Guide.
6. Meet with the intern to assist him/her accomplish the objectives stated in the Pacing Guide.
7. Conduct weekly seminars related to the internship.
8. Serve as a resource person for the intern.
9. Maintain a collegiate relationship with the interns.

Pacing Guide

First Week **Intern will:**	Accomplished			Comments
1. Assist cooperating teacher in duties pertaining to registration.				
2. Assist cooperating teacher in — (In the event that some of these duties have been carried out by teacher or teacher aide, the following would be optional.) — arranging furniture — arranging centers — getting equipment and materials from bookroom and library — getting supplies from supply room — putting up bulletin boards — duplicating or constructing materials for the first week of class				
3. Get acquainted with teachers and personnel from grade level.				
4. Meet with cooperating teacher to plan for: a. Scheduling and intern responsiblity for instructional activities. b. Scheduling and intern responsibilities for noninstructional activities. c. Plan for space/desk d. Plan time to meet and discuss problems, etc. e. Pacing Guide responsibilities				
5. Attend faculty/grade level meetings.				

Second Week

Intern will:

	Accomplished			Comments
"A" Activities	Yes	No		
Assessing & Diagnosing Assist cooperating teacher with initial assessing and diagnosing of students (IRI, ISI, Readiness, Math, etc.).				
Planning Meet with cooperating teacher and auxillary personnel to: a. Select students (6-8) he/she will be responsible for in the reading content area. b. Share next week's instructional lesson plans. c. Plan for the following week using the Pacing Guide.				
Conducting Instruction/Classroom Management Be responsible for reading one story to the students.				
Management of the Environment and Physical Resources Be responsible for helping the teacher manage and maintain the physical environment of the classroom.				
Management Be responsible for carrying out non-instructional activities that require handling of the whole class (i.e., taking students to cafeteria, to library, recess, etc.).				

	Accomplished			Comments
Non-instructional Meet the students and establish a procedure for learning their names (i.e., name tags names on desk, etc.) • Assist cooperating teacher with the distribution of books and materials (if applicable). • Schedule observation for following week and turn in lesson plan to supervisor. • Turn in daily schedule of class to supervisor. • Attend faculty meeting. • Be responsible for clerical duties related to the classroom which include: a. checking attendance b. filling out attendance slip c. filling out illness reports to parents d. filling student materials and making entries in permanent folders e. distributing of lunch cards f. filling out field trip permission slips				
"B" Activities **Planning** Plan for reading group for following week.	Above Average	Average	Below Average	

Third Week

Intern will:
"A" Activities

	Accomplished			Comments
	Yes	No		
Planning Meet with the cooperating teacher and auxillary personnel to: a. Plan for the following week using Pacing Guide b. Select math group c. Report on students' progress d. Receive feedback on intern's progress e. Plan for cultural activity				
Self-Evaluation Tape (audio) a lesson for self-evaluation using the form provided in the Pacing Guide.				
Conducting Instruction/Management Be responsible for a ten minute oral reading segment (i.e., story, newspaper, etc.) to the students. **(Do this weekly. There will be no subsequent mention of this activity.)**				
Classroom Management Be responsible for a non-instructional activity that requires handling of the whole class (i.e., taking the students to the library, to the cafeteria, etc.). **(Do this weekly. There will be no subsequent mention of this activity.)**				

	Accomplished			Comments
Management of the environment and physical resources Be responsible for helping the teacher manage and maintain the physical environment. **Working within a school/community context** Be responsible for making two home visits with teacher. **(Do this weekly. There will be no subsequent mention of this activity.)** **Non-Instructional** • Schedule observation for the following week and turn in lesson plan to supervisor. • Meet with supervisor for post-observation conference • Attend faculty meeting **(Attend regularly. There will be no subsequent mention of this activity.)** • Be responsible for clerical duties related to the classroom which include: a. checking attendance b. filling out attendance slip c. filling out illness report to parents d. filling student materials and making entries in permanent folders e. distributing of lunch cards f. filling out field trip permission slips **(Do daily or weekly, as needed. There will be no subsequent mention of this activity.)**				

	Accomplished			Comments
• Schedule meeting with supervisor to review audio tape				
"B" Activities	Above Average		Below Average	
Assessing & Diagnosing Continue assessing and diagnosing procedures with students.				
Planning • Plan for math group for following week.				
• Plan for cultural bulletin board.				
Conducting Instruction Teach reading to previously selected reading group.				
"C" Activities				
Conducting Instruction Teach a reading lesson to group of students responsible for, for formal observation by the supervisor.				

Fourth Week

Intern will:

"A" Activities

Management of the environment and physical resources

Be responsible for displaying cultural bulletin board

Non-Instructional

- Schedule observation in either math or reading for the following week and turn in lesson plan to supervisor
- Meet with supervisor for post-observation conference.

"B" Activities

Assessing & Diagnosing

Assess and diagnose math group and other students as deemed necessary.

Planning and Conducting Instruction

Continue planning for and teaching reading group.

Conducting Instruction
Incorporating Culture in Classroom

Teach one cultural activity (social studies, art, etc.)

Conducting Instruction

Teach math to previously selected math group.

Evaluating

Evaluate students' progress in reading group.

Accomplished			Comments
Yes	No		
	Average	Below Average	

"C" Activities	Accomplished			Comments
Conducting Instruction Teach math lesson to a group of students responsible for, for formal observation by the supervisor.				

Fifth Week

Intern will:	Accomplished			Comments
"A" Activities	Yes	No		
Planning				
Select language arts group				
Self-Evaluation				
Tape (audio) a lesson for self-evaluation.				
Non-instructional				
• Schedule observation for language arts lesson for the following week and turn in lesson plan to supervisor.				
• Meet with supervisor for post-observation conference.				
"B" Activities	Above Average	Average	Below Average	
Planning				
Plan for language arts group for following week.				
Planning/Conducting Instruction				
Continue planning and teaching for math and reading group.				
"C" Activities				
Conducting Instruction				
Teach a math or reading lesson to group of students responsible for, for formal observation by the supervisor.				

Sixth Week

Intern will:

"A" Activities

Self-Evaluation

Tape language arts lesson for self-evaluation using the instrument provided in the Pacing Guide, or interaction analysis intrument.

Non-instructional

- Meet with supervisor for post-observation conference.
- Review materials (commercial and non-commercial, kits, manuals, guides) available in the classroom or in the library related to appropriate grade level.

"B" Activities

Planning/Conducting Instruction

- Continue planning for and teaching math group.
- Continue planning for and teaching reading group.

Conducting Instruction

Teach language arts to previously selected language arts group.

Evaluation

Evaluate students' progress in reading, math, and language arts.

Accomplished			Comments
Yes	No		
Above Average	Average	Below Average	

"C" Activities	Accomplished			Comments
Conducting Instruction Teach lesson for formal observation, in any content area.				

Seventh Week

Intern will:

"A" Activities

Planning

- Spend one afternoon at the library gathering resources for unit and learning center.
- Meet with supervisor to discuss and turn in rough draft of plans for unit and learning center.
- Meet with cooperating teacher & auxillary personnel to plan for unit and learning center.

Non-instructional

- Schedule observation for following week and turn in lesson plan to supervisor.
- Schedule video taping session.
- Meet with supervisor for post-observation conference.

"B" Activities

Planning

- Begin planning for unit and learning center. (Learning center will be incorporated with the unit)
- Plan for handwriting lesson for language arts group.

Accomplished			Comments
Yes	No		
Above Average	Average	Below Average	

	Accomplished			Comments
Conducting Instruction Continue planning for and teaching reading, math and language arts group.				
Evaluation Evaluate students' progress in reading, math, and language arts group.				
"C" Activities				
Conducting Instruction Teach lesson for formal observation in any content area.				

Eighth Week

Intern will:

"A" Activities

Planning

Meet with cooperating teacher and auxillary personnel to discuss plans for unit and learning center.

Self-Evaluation

Videotape lesson if scheduled for this week.

Non-instructional

- Learn to operate and care for audio visual equipment (i.e., cassette recorder, laminating press, video tape equipment, overhead projector, 16mm movie projector, slide projector, filmstrip projector, opaque projector, language master, etc.) to be accomplished by the end of the semester.
- Schedule three-way evaluation conferences with supervisor.
- Attend a PTA function this month.
- Meet with supervisor for post-observation conference.

Accomplished			Comments
Yes	No		

	Accomplished			Comments
	Above Average	Average	Below Average	
"B" Activities				
Planning/Conducting Continue planning for and teaching reading, math, and language arts.				
Planning Continue gathering resources for unit and learning center. Discuss plans with supervisor.				
Conducting Instruction Teach handwriting lesson to language arts group.				
Evaluating Evaluate progress of students in reading, math, and language arts groups.				
"C" Activities				
Conducting Instruction Teach lesson for formal observation in any content area.				

Ninth Week

Intern will:

"A" Activities

Planning

Meet with cooperating teacher and auxillary personnel to plan for parent/teacher conferences (i.e., what part will the intern play in these parent/teacher conferences?).

Planning/Managing of the Environment and Physical Reources

Plan and put up a bulletin board (i.e., Halloween, fall, etc.).

Non-instructional

- Continue to learn to operate and care for audio-visual equipment.
- Meet with supervisor for post-observation conference.
- Schedule observation for following week and turn in lesson plan for chosen content to supervisor.
- Meet with cooperating teacher and supervisor for mid-semester evaluation purposes.

Accomplished			Comments
Yes	No		

	Accomplished			Comments
	Above Average	Average	Below Average	
"B" Activities				
Planning/Conducting Instruction Continue planning for and teaching reading, math, and language arts groups.				
Evaluation Evaluate students' progress in reading, math, and language arts.				
"C" Activities				
Conducting Instruction Teach lesson for formal observation in any content area.				
Self-evaluation Tape (audio) a lesson for self-evaluation.				

Tenth Week

Intern will:

"A" Activities

Planning

Meet with cooperating teacher and auxillary personnel to:

a. Discuss outcomes of parent/teacher conferences
b. Discuss progress on unit and implementation plans for the following week.
c. Discuss incorporating audio-visual media in unit presentation.

Non-instructional

* Attend and/or conduct at least three parent/teacher conferences.
* Schedule observation with supervisor for the implementation of unit plans for the following week.
* Schedule a videotaping session for the following week, for unit presentation.
* Turn in copy of unit in final form to supervisor.
* Continue to learn to operate and care for audio visual equipment.
* Meet with supervisor for post-observation conference.

Accomplished			Comments
Yes	No		

	Accomplished			Comments
	Above Average	Average	Below Average	
"B" Activities				
Planning and Conducting Instruction Continue planning and teaching reading, math and language arts.				
Evaluation Evaluate students' progress in reading, math, and language arts group.				
"C" Activities				
Conducting Instruction Teach lesson for formal observation in any content area.				

Eleventh Week

Intern will: "A" Activities	Accomplished: Yes	Accomplished: No	Accomplished:	Comments
Planning				
Meet with cooperating teacher to:				
a. Revise unit if need be				
b. Discuss evaluation of the day's presentation				
c. Receive feedback concerning unit presentation				
Planning and Conducting Instruction				
Plan and conduct an organized activity (i.e., game, relay).				
Non-instructional				
* Meet with supervisor to discuss:				
a. Progress on unit				
b. Evaluation of daily lessons				
c. Lesson presentation				
d. Videotaping session				
* Schedule observation in either reading, math, or language arts, and turn in lesson plan to supervisor.				
* Continue to learn to operate and care for audio-visual equipment.				

	Accomplished			Comments
	Above Average	Average	Below Average	
"B" Activities				
Conducting Instruction Teach unit to whole class.				
Conducting Instruction/Management Continue planning and teaching reading, math, and language arts.				
Evaluation Evaluate lesson at the end of each day.				
"C" Activities				
Conducting Instruction Teach lesson for formal observation in any content area.				

Twelfth Week

Intern will:

"A" Activities

Planning

- Meet with supervisor for a post-observation conference.
- Meet with cooperating teacher and auxillary personnel to:
  a. Plan for taking a second group in reading
  b. Receive feedback concerning unit presentation
- Meet with cooperating teacher to schedule and arrange for the next field trip. (Intern to assume full responsibilities for this with the teacher overseeing the project.)

Non-instructional

- Schedule and/or conduct a videotaping session if not previously done.
- Continue to learn to operate and care for audio-visual equipment.
- Schedule observation for social studies/science for following week and turn in lesson plan to supervisor.

Accomplished			Comments
Yes	No		

	Accomplished			Comments
	Above Average	Average	Below Average	
"B" Activities				
Planning & Conducting Instruction Continue planning and teaching reading, math, and language arts.				
Conducting Instruction Continue teaching the unit to the whole class.				
Evaluation Evaluate progress of students in reading, math, language arts.				
"C" Activities				
Conducting Instruction Teach lesson for formal observation in any content area.				
Self-Evaluation Tape lesson on social studies/science and self-assess using the instrument in the Pacing Guide, or an interaction analysis instrument. Discuss this assessment during conference with supervisor.				

Thirteenth Week

Intern will:

"A" Activities

Planning

- Meet with cooperating teacher and auxillary personnel to:
  a. Plan for assuming complete responsibility for [illegible]al classroom.
- Use one afternoon to plan.

Non-instructional

- Schedule and/or conduct a videotaping session if not previously done.
- Meet with supervisor to:
  a. Discuss lesson and receive feedback on lesson presentation
  b. Discuss plans for assuming full classroom responsibilities for the following two weeks.
- Continue to learn to operate and care for audio-visual equipment.
- Meet with supervisors for a post-observation conference.

Accomplished			Comments
Yes	No		

	Accomplished			Comments
• Schedule observation for following week and turn in lesson plan to supervisor.	Above Average	Average	Below Average	
"B" Activities				
Planning/Conducting Instruction Continue planning and teaching reading, math, language arts				
Conducting Instruction Teach social studies/science lesson to group of students.				
Evaluation Evaluate students' progress in reading, math, language arts, and social studies/science.				
"C" Activities				
Conducting Instruction Teach class for formal observation in any content area.				

Fourteenth Week

Intern will:

"A" Activities

Planning

Meet with cooperating teacher and auxillary personnel to finalize plans for assuming full responsibility for the total classroom.

Planning and Conducting

Use two afternoons to finalize plans for 15th and 16th weeks and turn in a copy of these plans to supervisor.

Non-instructional

- Schedule a second videotaping session for the 15th and 16th weeks.
- Meet with supervisor for a post-observation conference.
- Continue to learn to operate and care for audio visual equipment.
- Schedule observation for following week and turn in lesson plan to supervisor.

Accomplished			Comments
Yes	No		

	Accomplished			Comments
	Above Average	Average	Below Average	
"B" Activities **Conducting Instruction** Continue planning and teaching reading, math, language arts and social studies/science. **Evaluation** Evaluate students' progress in reading, math, language arts and social studies/science. **"C" Activities** **Conducting Instruction** Teach lesson for formal observation in any content area.				

Fifteenth and Sixteenth Weeks

"A" & "B" Activities

Intern will assume full responsibility for the total classroom.

Intern will list objectives for the two-week period.

These objectives will include:

Non-instructional planning for the two-week period. This includes:

a. Taking students to cafeteria, library, recess, reading clinic, etc.
b. Taking attendance.
c. Distributing lunch cards
d. Grading papers
e. Arranging for field trip (if one is planned)
f. Filling out field trip permission slips
g. Maintaining classroom in order

Accomplished			Comments

	Accomplished			Comments
Instructional planning for the two-week period. This includes: a. Assessing and diagnosing b. Planning lessons in all subject matter areas c. Conducting instruction in all subject matter areas d. Evaluating students' progress e. Self-assessment f. Management of materials and physical environment g. Behavior management **"C" Activities** **Conducting Instruction** Teach lesson for formal observation in any content area				

Generic Competencies

Teacher Corps Generic Competency Framework

Assessing and Diagnosing

1. Ability to assess and identify individual children's language dominance and proficiency.

2. Ability to determine individual children's needs relative to their personal, social and academic development.

3. Ability to assess student needs in specific subject areas through a variety of means.

4. Ability to identify pupils with learning disabilities.

5. Ability to identify preliminary instructional goals and objectives related to students' needs.

Planning Activities

1. Ability to apply the aforementioned diagnostic skills in planning appropriate learning activities that take into consideration students' readiness, interests, language and culture.

2. Ability to select appropriate long and short range goals and objectives relative to students' needs.

3. Ability to design learning activities around specific goals and objectives and in a sequential and logical manner.

4. Ability to involve students, when deemed appropriate, in planning what, when and how they will learn.

5. Ability to select materials in terms of their appropriateness for students

6. Ability to include Learning Resource Teachers and Diagnosticians in planning for instruction when deemed necessary.

7. Ability to design learning activities and procedures that minimize pupil discipline problems.

8. Ability to select criteria to determine student outcomes as a result of planned learning activities.

Conducting Instruction

1. Ability to involve students in planned learning activities.

2. Ability to understand, appreciate and utilize in learning contexts the language and/or dialect of children.

3. Ability to provide for the appropriate use of a variety of communication patterns within the learning environment.

4. Ability to utilize a variety of methods and materials to enhance optimal individualized learning activities for children.

5. Ability to maintain an awareness of children's needs and feelings while conducting learning activities.

6. Ability to react with sensitivity to the needs and feelings of children.

7. Ability to demonstrate and transfer knowledge related to subject matter.

8. Ability to accommodate children with learning disabilities in the regular classroom.

9. Ability to incorporate and demonstrate all the aforementioned competencies in a cooperative-teaching situation and in a variety of classroom settings.

Management of the Environment and Resources

1. Ability to structure a learning environment that enables students to strengthen self-concepts and social skills by placing positive values on both their differences and those of others.

2. Ability to manage the classroom environment to facilitate students' acquiring curricular goals.

3. Ability to establish procedures and routines that are easily followed and that minimize disorder and wasted time.

4. Ability to cope with individual student's interests, attention, and performances throughout instruction.

5. Ability to cope with the involvement and accommodation of children with special learning disabilities in a regular classroom environment.

6. Ability to cope with inappropriate and maladaptive pupil behavior.

7. Ability to implement behavior management techniques such as behavior modification and reality therapy.

Evaluating Instruction

1. Ability to employ a variety of methods for assessing individual pupil progress in planning learning activities.

2. Ability to identify, consider and include pupil differences (social, cultural, emotional, language, behavioral, cognitive) in formal and informal assessment measures.

3. Ability to select and/or construct evaluation measure to help pupils understand their own progress.

4. Ability to critically analyze student interaction during learning activities and modify plans accordingly.

5. Ability to solicit pupil feedback relative to the appropriateness of teacher-planned learning activities.

Evaluating Self

1. Ability to utilize a variety of means to determine the degree of teacher effectiveness in all aspects of the student learning environment.

2. Ability to do a post-teaching analysis of one's behavior while interacting with children during planned learning activities.

3. Ability to solicit both students' and co-teacher's perceptions related to one's behavior.

4. Ability to utilize both students' and co-teacher's perceptions to improve one's coping behaviors in order to maximize teaching effectiveness.

Working in School/ Community Context

1. Ability to involve parents in planning and conducting learning activities when deemed appropriate.

2. Ability to discuss, plan and formulate strategies jointly with parents for helping children learn.

3. Ability to appropriately communicate to parents what the school is doing to aid all children in their learning.

4. Ability to solicit parental information related to children's home behavior and learning environment and to utilize this information during the planning and conducting of appropriate school learning activities.

5. Ability to communicate to parents a variety of means by which on-going school learning activities can be reinforced at home.

Working with Auxilliary Personnel (teacher aides, volunteer parents Special Education)

1. Ability to interact and communicate effectively with volunteer parents, teacher-aides and others.

2. Ability to work effectively with adults in assessing and diagnosing, team planning, conducting instruction, managing the classroom environment and resources, evaluating instruction and working in the school/community context.

3. Ability to provide teacher-aides and parents with the basic skills necessary for interaction with students in classroom learning activities.

Assessing and Diagnosing

Competencies	Indicators 5 – 4	3	2 – 1
1. Ability to assess and identify individual children's language dominance and proficiency.	Intern demonstrates skills in administering, scoring and interpreting formal and informal language and proficiency assessment.	Intern can assess language dominance on an informal basis.	Intern lacks skills in the formal and informal assessment procedures.
2. Ability to assess students' needs in specific subject areas through a variety of means.	Intern demonstrates skills in administering, scoring, interpreting IRI, ISI, math and readiness assessment.	Intern can assess reading and math in an informal manner.	Intern lacks skills in administering, scoring and interpreting specific assessments.
3. Ability to identify pupils with learning disabilities.	Intern is familiar with characteristics of children with learning disabilities and are able to verify by testing in an informal manner.	Intern is familiar with characteristics of children with learning disibilities	Intern is not familiar with characteristics of children with learning disabilities.
4. Ability to identify preliminary instructional goals and objectives related to students' needs.	Intern is familiar with the scope and sequence of skills in each subject area and the objectives for the grade for each of these areas.	Intern is familiar with either scope and sequence of skills in each subject area or the objectives for the grades for each of these areas.	Intern is unfamiliar with the scope and sequence of skills in each subject area and the objectives for the grade for each of these areas.

Planning Activities

Competencies	Indicators 5 – 4	3	2 – 1
1. Ability to apply the aforementioned diagnostic skills in planning appropriate learning activities that take into consideration students' readiness, interests, language and culture.	Intern uses diagnostic skills in planning appropriate learning activities that take into consideration students' readiness, interests, language and culture.	Intern uses diagnostic skills in planning learning activities that take into account at least two of the following: students' readiness, interests, language and culture.	Intern is unable to plan learning activities that take into account the students' readiness, interest, language and culture.
2. Ability to select appropriate long and short range goals and objectives relative to students' needs.	Intern uses knowledge of scope and sequencing skills to select long and short range goals and objectives relative to students' needs.	Intern selects long and short range goals and objectives.	Intern is unfamiliar with scope and sequence of skills in main subject areas.

Planning Activities (continued)

Competencies	Indicators 5 – 4	3	2 – 1
3. Ability to design learning activities around specific goals and objectives and in a sequential and logical manner.	Intern is able to design sequential and logical learning activities that take into account specific goals and objectives.	Intern designs learning activities that are sequential.	Intern is unable to design sequential and logical learning activities.
4. Ability to involve students, when deemed appropriate, in planning what, when and how they will learn.	Intern uses visual stimulus, questionnaire and informal interview as techniques for involving students, *when deemed appropriate*, in planning what, when and how they will learn.	Intern uses visual stimulus, questionnaires and informal interview as techniques for involving students in planning what, when and how they will learn.	Intern is unable to involve students in planning what, when, and how they will learn.
5. Ability to select materials in terms of their appropriateness for students.	Intern uses the following criteria in selecting materials: language/culture, format, readability, concrete-manipulative and proper sequence.	Intern is able to define the following criteria for selecting materials: language/culture, format, readability, concrete-manipulative and proper sequence.	Intern is unable to define the criteria for selecting materials.
6. Ability to include Learning Resource Teachers and Diagnosticians in planning for instruction when deemed necessary.	Intern has periodic conferences with Resource Teacher-Diagnostician in order to be informed of students' progress or suggestions for classroom activities when deemed necessary.	Intern has initial conference with Resource Teacher-Diagnostician.	Intern has no conference with Resource Teacher-Diagnostician.
7. Ability to design learning activities and procedures that minimize pupil discipline problems.	Intern takes the following into account when designing learning activities in order to minimize pupil discipline problems: grouping, appropriate skill level, consistent routines, quantity (length of lesson), seat arrangements, attention span of group and a variety of activities.	Intern uses at least four procedures to minimize pupil discipline problems.	Intern uses two procedures to minimize pupil discipline problems.
8. Ability to select criteria to determine student outcomes as a result of planned learning activities.	Intern will have knowledge of and use behavioral objectives to determine student outcomes as a result of planned learning activities.	Intern has knowledge of but limited use of behavioral objectives to determine student outcomes as a result of planned learning activities.	Intern has limited knowledge of behavioral objectives in determining student outcomes as a result of planned learned activities.

Conducting Instruction

Competencies	Indicators 5 – 4	3	2 – 1
1. Ability to involve students in planned learning activities.	Intern demonstrates the ability to involve students in large sized group setting (25), medium size group (12) and small group (5-6).	Intern demonstrates the ability to involve students in medium sized groupings and small groups.	Intern demonstrates the ability to involve students in small groups.
2. Ability to understand, appreciate and utilize in learning contexts the language and/or dialect of children.	Intern demonstrates the ability to understand, appreciate, and utilize the language and/or dialect of children by: non-critical acceptance of the child's dominant language for instruction, providing multi-media experiences that are relevant to the child's culture and language using experience stories.	Intern demonstrates the ability to understand, appreciate and utilize the language and/or dialect of children by: non-critical acceptance of the child's dominant language for instruction plus an additional technique.	Intern demonstrates the ability to understand, appreciate and utilize the language and/or dialect of children by: non-critical acceptance of the child's language and by using the child's dominant language for instruction.
3. Ability to provide for the appropriate use of a variety of communication patterns within the learning environment.	Intern uses listening, speaking, reading and writing appropriately within an individualized learning environment.	Intern uses listening, speaking, reading, and writing, appropriately within an individualized learning environment at least 75% of the time.	Intern uses listening, speaking and writing appropriately within an individualized learning environment at least 50% of the time.
4. Ability to utilize a variety of methods and materials to enhance optimal individualized learning activities for children.	Intern utilizes a variety of methods and materials with 90-100% of the children the intern is responsible for.	Intern utilizes a variety of methods and materials with 70-90% of the children.	Intern utilizes a variety of methods and materials with a minimum of 70% of the children.
5. Ability to maintain an awareness of children's needs and feelings while conducting learning activities.	Intern is able to verify with an outside observer, children's behaviors during a learning activity. (80-100% of the time.)	Intern is able to verify with an outside observer, children's behavior during a learning activity. (60-80% of the time.)	Intern is able to verify with an outside observer, children's behavior during a learning activity. (40-60% of the time).
6. Ability to react with sensitivity to the needs and feelings of children.	Intern reacts with sensitivity to the needs and feelings of children by responding verbally or non-verbally (80-100% of the time).	Intern reacts with sensitivity to the needs and feelings of children by responding verbally or non-verbally (60-80% of the time).	Intern reacts with sensitivity to the needs of children by responding verbally (40-60% of the time).

Conducting Instruction (continued)

Competencies	Indicators 5 – 4	3	2 – 1
7. Ability to demonstrate and transfer knowledge related to subject matter.	Intern exhibits thorough knowledge of subject by many pertinent illustrations, and updated information.	Intern exhibits knowledge of subject by providing a different example than given in book or updated information if necessary.	Intern only imparted information already given in text, did not use different example or add new information.
8. Ability to accomodate children with learning disabilities in the regular classroom.	Intern uses the appropriate learning modality, materials and classroom environment to accomodate children with learning disabilities.	Intern uses the appropriate materials and classroom environment to accomodate children with learning disabilities.	Intern uses the appropriate classroom environment to accomodate children with learning disabilities.
9. Ability to incorporate and demonstrate all the aforementioned competencies in a cooperative-teaching situation and in a variety of classroom settings.	Intern and cooperating teacher analyze classroom situation and determine if all of the above competencies are being incorporated.	Intern and cooperating teacher analyze classroom situation but not necessarily determine if the above competencies are being incorporated.	Intern and cooperating teacher are unable to critically analyze the classroom situation.

Management of the Environment and Resources

Competencies	Indicators 5 – 4	3	2 – 1
1. Ability to structure a learning environment that enables students to strengthen self-concepts and social skills by placing positive values on both their differences and those of others.	Intern designs activities that emphasize individual differences with positive comments.	Intern demonstrates an awareness of individual differences with positive comments when the occasion arises.	Intern is unable to respond positively to individual differences.

Management of the Environment and Resources (continued)

Competencies	Indicators		
	5 – 4	3	2 – 1
2. Ability to manage the classroom environment to facilitate students' acquiring curricular goals.	Intern shows ability to manage the classroom environment by planning for: -instructional materials/audio-visual equipment -furniture/center arrangement -independent work time -teachers' aide or parent group	Intern shows ability to manage the classroom environment by planning for: -instructional materials/audio-visual equipment -furniture/center arrangement -independent work time	Intern shows ability to manage the classroom environment by planning for: -instructional materials/audio-visual equipment -furniture/center arrangement.
3. Ability to establish procedures and routines that are easily followed and that minimize disorder and wasted time.	Intern shows ability to establish procedures and routines that minimize disorder by establishing -daily clean-up schedule -job assignments -restroom/water routines -lining up/walking in hall	Intern shows ability to establish procedures and routines that minimize disorder by establishing: -clean-up schedule -restroom/water routine -lining up/walking in hall -job assignments	Intern shows ability to establish procedures and routines that minimize disorder by establishing: -clean-up schedule -restroom/water routines -lining up/walking in hall
4. Ability to cope with individual student's interests, attention, and performances throughout instruction.	Intern shows ability to cope with individual student's interests, attention and performances throughout instruction by varying activities, materials and length of lesson.	Intern shows ability to cope with individual student's interests, attention and performances throughout instruction by varying activities and materials.	Intern is unable to cope with individual student's interest, attention and performances.
5. Ability to cope with the involvement and accommodation of children with special learning disabilities in a regular classroom environment.	Intern shows ability to cope with the involvement and accomodation of children with learning disabilities by providing appropriate materials, learning style and classroom environment.	Intern shows ability to cope with the involvement and accomodation of children with learning disabilities by providing appropriate materials, and classroom environment.	Intern is unable to cope with the involvement and accomodation of children with learning disabilities.
6. Ability to cope with inappropriate and maladaptive pupil behavior.	Intern shows ability to cope with inappropriate behavior by using reward/punishments, time outs and parent conferences to keep disruption or disorder to a minimum.	Intern shows ability to cope with inappropriate behavior by using time out and parent conferences to keep disruption or disorder to a minimum.	Intern is unable to cope with inappropriate behavior.

Management of the Environment and Resources (continued)

Competencies	Indicators 5 – 4	3	2 – 1
7. Ability to implement behavior management techniques such as behavior modification and reality therapy.	Intern shows ability to implement behavior management techniques such as behavior modification and reality therapy consistently for a period of six weeks.	Intern shows ability to implement behavior modification techniques for a period of six weeks.	Intern is unable to implement behavior management techniques.

Evaluating Instruction

Competencies	Indicators 5 – 4	3	2 – 1
1. Ability to employ a variety of methods for assessing individual pupil progress in planning learning activities.	Intern uses formal or informal assessment measures after each learning activity to assess pupil progress.	Intern uses formal or informal assessment measures periodically to assess pupil progress.	Intern uses informal assessment means.
2. Ability to identify, consider and include pupil differences (social), cultural, emotional, language, behavioral, (cognitive) in formal and informal assessment measures.	Intern shows ability to include pupil differences by being able to include the following factors in formal and informal assessment measurements: social, cultural, emotional, language, behavioral and cognitive.	Intern shows ability to identify pupil differences according to following factors: social, cultural, emotional, language, behavior and cognitive.	Intern is unable to identify different factors that affect students' assessment scores.
3. Ability to select and/or construct evaluation measures to help pupils understand their own progress.	Intern shows ability to select and or construct evaluation measures to help pupils understand their own progress through the use of: visual stimulus, questionnaires or informal interviews at least daily.	Intern shows ability to select and or construct evaluation measures to help pupils understand their own progress through the use of: visual stimulus, questionnaires or informal interviews at least weekly.	Intern shows ability to utilize informal interviews as a means of helping pupils understand their own progress.

Evaluating Instruction (continued)

Competencies	Indicators 5 – 4	3	2 – 1
4. Ability to critically analyze student interaction during learning activities and modify plans accordingly.	Intern is able to critically analyze student interaction during learning activities by considering following behaviors: -student participation, accuracy of student responses and time used for the task; and modifies plans accordingly.	Intern is able to critically analyze student interaction during learning activities by considering student participation, accuracy of student responses and time used for the task.	Intern is able to observe the student participation and accuracy of student responses.
5. Ability to solicit pupil feedback relative to the appropriateness of teacher-planned learning activities.	Intern is able to solicit student feedback through questionnaires, informal interviews and group discussions on a daily basis.	Intern is able to solicit feed-back through questionnaires and informal interviews on a weekly basis.	Intern is able to solicit feed-back using the informal interview.

Evaluating Self

Competencies	Indicators 5 – 4	3	2 – 1
1. Ability to utilize a variety of means to determine the degree of teacher effectiveness in all aspects of the student learning environment.	Intern demonstrates skills in using student evaluations, video tape, audio tape and student surveys in determining his own teaching effectiveness.	Intern uses at least two means of determining the degree of his teacher effectiveness.	Intern lacks skills in using student evaluations, video tape, audio tape and student surveys in determining his own teaching effectiveness.
2. Ability to do a post-teaching analysis of one's behavior while interacting with children during planned learning activities.	Intern demonstrates skills in citing most major points of a teaching session in agreement with an outside observer and states the implications of the self-analysis in a plan for improvement.	Intern demonstrates skills in citing most major points of a teaching session in agreement with an outside observer.	Intern does not attempt to analyze self.

Evaluating Self (continued)

Competencies	Indicators 5 – 4	3	2 – 1
3. Ability to solicit both students' and co-teacher's perceptions related to one's behavior.	Intern uses visual stimulus, questionnaires and informal interviews as techniques for soliciting both student and co-teacher perceptions related to one's behavior.	Intern uses at least one technique for soliciting both student and co-teacher perceptions related to one's behavior.	Intern is unable to use visual stimulus questionnaires and informal interviews as techniques for soliciting both student and co-teacher perceptions related to one's behavior.
4. Ability to utilize both students and co-teacher's perception to improve one's coping behaviors in order to maximize teaching effectiveness.	Intern accepts outside perceptions and exhibits improved teaching effectiveness as a result.	Intern accepts advice and help regarding personal strengths and weaknesses.	Intern does not accept outside perceptions nor attempts to change personal behaviors.

Working in School/Community Context

Competencies	Indicators 5 – 4	3	2 – 1
1. Ability to involve parents in planning and conducting learning activities when deemed appropriate.	Intern shows the ability to involve parents in planning and conducting learning activities by: Inviting parents to classroom (home visits, telephone calls) -Meeting with parents and explaining skills and activities to be taught. -having materials ready for the activity.	Intern shows the ability to involve parents in planning and conducting learning activities by: -inviting parents to classroom (home visit, telephone calls) -having materials ready for activity.	Intern involves parents in planning and conducting learning activities by: -inviting parents to classroom (home visit, telephone calls).
2. Ability to discuss, plan and formulate strategies jointly with parents for helping children learn.	Intern shows ability to discuss and plan strategies with parents by: -discussing with parents strategies presently being used. -comparing strategies used at home by the parents. -planning new strategies for implementation.	Intern shows ability to discuss and plan strategies with parents by: -discussing with parents strategies presently being used. -comparing strategies used at home by the parents.	Intern is able to discuss strategies presently being used in the classroom with parents.

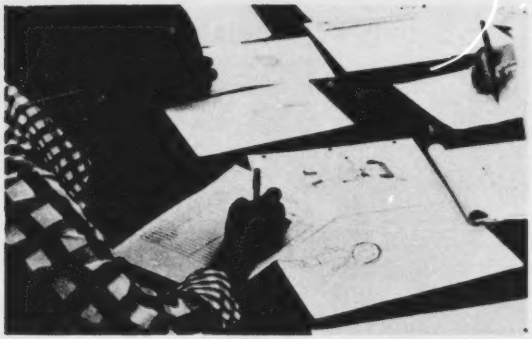
Working in School/Community Context (continued)

Competencies	Indicators 5 – 4	3	2 – 1
3. Ability to appropriately communicate to parents what the school is doing to aid all children in their learning.	Intern shows ability to communicate to parents what the school is doing to aid children by: -meeting with parents and explaining skills being taught. -sending home papers and student work regularly. -sending home weekly progress reports. -making a home visit, especially if parents are unable to come to the school.	Intern shows ability to communicate to parents what the school is doing to aid children by: -sending home papers and student work regularly. -sending home weekly progress reports.	Intern shows ability to communicate to parents what the school is doing to aid children by: -sending home papers and student work regularly.
4. Ability to solicit parental information related to children's home behavior and learning environment and to utilize this information during the planning and conducting of appropriate school learning activities.	Intern shows ability to solicit parental information related to children's home behavior and utilize it during learning activities by: -completing home visits. -understanding physical and social home environment factors.	Intern shows ability to solicit parental information related to children's home behavior and utilize it during learning activities by: -completing home visits.	Intern shows ability to solicit parental information related to children's home ability by completing most of home visits.
5. Ability to communicate to parents a variety of means by which on-going school learning activities can be reinforced at home.	Intern shows ability to communicate to parents a variety of means by which learning activities can be reinforced at home by: -explaining skills needed. -demonstrating the activities and preparing materials for parents to use at home. -informing the parents of any noted progress of the student.	Intern shows ability to communicate to parents a variety of means by which learning activities can be reinforced at home by: -explaining skills needed. -demonstrating the activities to be reinforced by parent. -informing the parent of any noted progress of the student.	Intern shows ability to communicate to parents a variety of means by which learning activities can be reinforced at home by: -explaining skills needed. -demonstrating the activities to be reinforced by parent.

Working with Auxilliary Personnel

Competencies	Indicators 5 – 4	3	2 – 1
1. Ability to interact and communicate effectively with volunteer parents, teacher-aides and others.	Intern demonstrates the ability to interact and communicate effectively with volunteer parents, teacher-aides, and others by using the following responding techniques: respect, empathy, warmth, immediacy,concreteness,genuineness and self-disclosing.	Intern demonstrates the ability to interact and communicate effectively with volunteer parents, teacher-aides and others by showing an awareness of the responding techniques.	Intern has little or no knowledge of the responding technique.
2. Ability to work effectively with adults in assessing and diagnosing, team planning, conducting instruction, managing the classroom environment and resources, evaluation, instruction and working in the school/community context.	Intern shows ability to work effectively with co-workers by analyzing the school day in order to discover if all six teacher competencies are being accomplished.	Intern shows ability to analyze the school day with co-workers but not necessarily determines if the six teacher competencies are being met.	Intern is unable to critically analyze the school day.
3. Ability to provide teacher-aides and parents with the basic skills necessary for interaction with students in classroom learning activities.	Intern provides teacher-aides and parents with the following basic skills: -Present materials at child's level. -Reinforce child's response. -Evaluate child's behavior. -Record the evaluation.	Intern provides teacher-aides and parents with the following basic skills: -Present materials at child's level. -Reinforce child's responses.	Intern is unable to provide the teacher-aides and parents with the basic skills.

Formats for Lesson and Unit Plans



Suggested Format for Unit Plans

I. Introduction

Included in the introduction is a description of the unit in narrative form and a rationale (why this particular unit is of importance to the student).

II. Objectives
- A. Teacher objectives
- B. Pupil objectives

III. Procedure

Included in the approach is a statement on how you introduced the unit (i.e., setting the stage, pupil motivation, pupil input into unit, etc.) and how the unit was selected.

IV. Content

This section contains an outline of what the unit consists of on a day-to-day basis. Example: *First Day, Second Day,* etc.

Objective for the lesson:
Procedure:
Activities:
Evaluation:

V. Evaluation

This includes keeping a record of:
- A. Teacher-made tests
- B. Observation by teacher (narrative form)
- C. Pupils' work

VI. Materials Used

This includes keeping a record of:
- A. Audio visual materials
- B. Field trips and other excursions
- C. Resource people from the community

VII. Bibliography

Daily Lesson Plans

Subject Area _____ Intern _____

Competency(ies) to be demonstrated _____

Date of Presentation _____ Approximate Time Allotment _____

Content to be taught _____
(Brief description and/or page numbers in reading, spelling, etc. when needed)

Specific Objective
(or objectives of lesson):

Procedure:

Activities:

Evaluation:

Self-Evaluation

One of the most effective methods of improving one's teaching skills is through self-analysis. This can be accomplished through a variety of means. One of the most effective means is through an audio recording of a lesson and subjecting this lesson to an evaluation process. Two methods are recommended in this Pacing Guide for evaluating a tape. One way is the list of questions of the Self-Evaulation Guide; another way is to use an interaction analysis instrument. (No particular instrument is recommended; many exist, some for particular purposes. Therefore, the supervisor should choose an appropriate system.)

Self-Evaluation Guide

	YES	NO	COMMENTS
1. Was I well prepared for the lesson? Did I have short and long-range plans in writing?			
a. I was able to answer most of the questions that arose in the class discussion.			
b. All of the materials to be used in the lesson were ready and close at hand.			
c. All of my demonstrations worked as planned. I was prepared with an alternative plan of action.			
2. Was I able to maintain pupil interest and enthusiasm throughout the lesson?			
a. Pupils were eager in class participation. I had the majority of the pupils volunteering answers.			
b. Pupils were anxious to begin working on assignment or task related to the lesson.			
3. Did I have satisfactory background knowledge for the subject (objective) being taught?			
a. I was not only able to answer questions asked but was also able to provide many related facts.			
b. I was able to capitalize on learning opportunities.			
4. Were my objectives clear and appropriate to the lesson?			
a. I was able to refer back to my original objective when the discussion began to stray.			
b. During the course of the lesson, I made reference to the points being covered and their relation to the main objective of the lesson.			

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	YES	NO	COMMENTS
c. Pupils were able to grasp the main objective of the lesson.			
5. Was class participation extended to all, rather than being monopolized by a few?			
a. I was able to involve those students who were hesitant to participate.			
b. I was able to give all students a chance to participate by making sure no student monopolized the discussion.			
6. Were my questions appropriate and effective and did I wait for replies to my questions?			
a. I did not rely soley on closed-ended questions.			
b. I gave students time to think of their answer and aided them in expanding their answers.			
7. Did I make effective use of instructional materials and visual-aids?			
a. I was able to make use of the chalkboard when appropriate.			
b. I used movies and filmstrips, but they were always preceded and followed by a discussion.			
c. Bulletin board displays indicated a planned development.			
d. Supplementary materials (i.e. newspaper, encyclopedia, library books) were used in my lesson.			

	YES	NO	COMMENTS
8. Did I provide a summary and review of the lesson?			
a. I provided my students with a review of what had been studied before introducing them to new material.			
b. I was able to summarize (using student input) the different points covered in my lesson.			
9. Did I maintain flexibility in my lesson while directing my class to the main objective of the lesson?			
a. I was able to capitalize on situations as they arose.			
b. I was able to incorporate student-suggested activities in the lesson.			
c. I was able to follow an orderly sequence provided by the Teacher's Guide, yet was able to incorporate additionl materials of interest.			
10. Have I established a procedure to assure that evaluation takes place in a continuous basis?			
a. I am able to check student's daily work and individual progress.			
b. I have a set procedure for checking students' workbooks and daily work (i.e. contracts).			
11. Was my lesson within the capabilities and abilities of the students?			
a. The majority of my students were able to complete the work assigned to them within the alloted time.			
b. I did not receive too many "this is too hard" comments by my students.			
c. Students were able to answer questions posed to them.			

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